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ABSTRACT

This annotated bibliography provides references of practical use to those concerned with infant/toddler caregiving. While many of the works cited concern quality group care for infants and toddlers, some works cited deal specifically with parenting, the parent/child relationship, and activities parents may share with their very young children. In general, extensive references giving broad advice on the topic of child rearing have not been included. References concerning the entire preschool age span have been cited only when they are especially relevant for infant/toddler educators. Contents are organized in four topical sections: (1) background references to infant/toddler care and development; (2) testing and evaluation of infant/toddler development and education projects; (3) caregiver training and curriculum materials; and (4) concerns for those involved in infant/toddler caregiving programs. Citations preceded by an asterisk indicate documents available through the Educational Resources Information Center (ERIC) collection. Appended material describes how to obtain ERIC documents and lists the addresses of each of the 16 ERIC Clearinghouses. (Author/RH)

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INFANT/TODDLER CAREGIVING:

AN ANNOTATED BIBLIOGRAPHY

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FOREWORD

The Educational Resources Information Center/Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) is one part of a network of 16 specialized clearinghouses funded by the National Institute of Education to provide information about current research and developments in the field of education. Each clearinghouse focuses on a specific area of education--ERIC/EECE is responsible for acquiring, abstracting, and indexing recent information on the social, psychological, physical, educational, and cultural development of children from the prenatal period through early adolescence. Theoretical and practical issues related to staff development, administration, curriculum, and parent/community factors affecting programs for children of this age group are also within the scope of the clearinghouse.

Each month, documents including research studies, conference proceedings, curriculum guides, program descriptions and evaluations, and other publications not readily available from other sources are abstracted and indexed in the pages of Resources in Education (RIE). Through the ERIC Document Reproduction Service the ERIC system then makes available microfiche and paper copies of these documents. Articles from over 700 journals and magazines are indexed in ERIC's Current Index to Journals in Education (CIJE); many of the articles cited are annotated as well.

Each clearinghouse provides syntheses and analyses of that information, in order to keep teachers, program administrators, researchers, and decisionmakers in all areas of education abreast of the most recent and

important findings in their respective fields. In addition to publishing bibliographies and topical papers of interest to those involved with the care, development, and education of young children, ERIC/EECE produces resource lists and newsletters on a regular basis. The clearinghouse staff also responds to individual information requests.

We are pleased to announce publication of Infant/Toddler Caregiving: An Annotated Bibliography.

Lilian Katz, Ph.D.
Director, ERIC/EECE

PREFACE

Within the past decade there has been a growing interest in educational and developmental care for infants and toddlers. This focus on developmental care for children under 36 months of age has been the result of a variety of factors, among them the greater numbers of teenage mothers who require special care for their infants, found to be at risk for developmental deficits. Another force behind this interest has been the growing contingent of working mothers demanding developmental, as opposed to custodial, care for their children. In addition, the failure of children to sustain often considerable gains made in preschool programs has led some investigators and child-care providers to direct their attention toward even earlier interventions, specifically toward programs and research involving the infant/toddler group.

The present bibliography offers references to resources of practical use to a wide range of individuals concerned with infant/toddler caregiving --graduate students, teachers and researchers, program planners and administrators, trainers of caregivers, the caregivers themselves, and parents. The reader is directed to those programs and persons responsible for shaping ideas and practice in infant stimulation, education, and assessment. Although many of the works cited concern quality group care for infants and toddlers, some have also been given which deal specifically with parenting, the parent/child relationship, and activities parents may share with their very young children.

In general, extensive references giving broad advice on the topic of childrearing have not been included. References concerning the entire preschool age span have been cited only when they are especially relevant

for infant/toddler educators. The reader will want to note, however, that many such references do contain materials and advice on child growth, development, and discipline which can be very helpful in training infant caregivers.*

I. Background References: Infant/Toddler Care and Development

This section contains citations and annotations for materials useful in developing a sound background in infant development and learning. A variety of demographic and childrearing variables are addressed by the studies and discussions here: social class, ethnicity, and sex; parent/child interaction patterns; and biological, linguistic, and psychosocial characteristics. It is necessary to consider all of these variables when creating environments for children under the age of 3.

II. Monitoring Infant/Toddler Development and Education Projects: Testing and Evaluation

While no attempt has been made to create an exhaustive compilation of resources on infant assessment, Part II does provide a listing of many important attempts to assess both infant/toddler and caregiver functioning. Many of the evaluative instruments cited here have sought to measure cognitive, language, and sensorimotor development. Efforts to assess infant/toddler socioemotional development have, however, been made

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*See, for example, Benjamin Spock, Baby and Child Care (New York: E. P. Dutton, 1979) or Infant Care (US Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth, and Families, 1980).

difficult by the lack of suitable instruments. Some of the programs referred to in these pages have attempted to solve the problem by creating new, nonstandardized instruments to measure noncognitive aspects of functioning; others have employed assessment devices originally created to monitor programs for older preschoolers. Examples of both types of solution are described in J. Ronald Lally and Alice Honig's chapter in M. C. Day and R. D. Parker (Eds.), The Preschool in Action: Exploring Early Childhood Programs, listed on page 36 of this bibliography. The former solution is illustrated by Beller in his unpublished paper "Autonomous Achievement Scales," Temple University. The latter is exemplified by the use of Emmerich's Observation Rating Scale for personal and social behaviors, designed originally for Head Start populations, to monitor the socioemotional behaviors of 3-year-olds.

In addition to references to the evaluation methods and assessment attempts themselves, citations pertaining to questions of the reliability, validity, and predictive status of infant assessment procedures have also been cited. Finally, those listings describing neonatal assessment and measures for use with handicapped infants and toddlers are included.

III. Caregiver Training and Curriculum Materials

This section contains project descriptions, progress reports, and final summations of work in the area of caregiver training and curriculum development. The references here represent a wide variety of models and theoretical conceptions of infant/toddler development and learning. For example, in Earl Schaefer's model (described in Schaefer & Aaronson, on page 40 of this bibliography), an infant stimulation project was conducted

by a tutor with an individual infant within the home setting. In another program, conducted by Ira Gordon (see "Reaching the Child through Parent Education: The Florida Approach," page 33), home visitations were used as the method to teach mothers to facilitate their infants' education and development. Still another model, employed by Earladeen Badger and described in "A Mother's Training Program" (see page 29), provided for group instruction of mothers by a parent educator. After instruction, mothers applied the educational principles at home.

IV. Concerns for Infant/Toddler Caregiving Programs

Finally, this last section provides many excellent references for those involved in improving the infant/toddler caregiving environment, whether they be program planners, administrators, or child-care staffers. Contained here are citations for works discussing public policy, budgeting, and standards to ensure the best possible infant/toddler care. Also in this section are resources for designing and structuring the program setting itself, with selections devoted to equipment and toy selection, maintenance of infant health, and the characteristics of the care environment itself.

In addition to these references of interest to program planners, suggestions for toys, books, and arrangement and use of space in infant education projects can also be found within the preceding sections of the bibliography. McDiarmid, Peterson, and Sutherland, for example, provide in their appendices to Loving and Learning, Interacting with Your Child from Birth to Three recommendations and excellent suggestions for toys, materials, and books for infants and toddlers (see page 38).

Enlightened public policy and support for high-quality infant/toddler care depends upon an understanding of the resources listed in previous sections. Knowledge coupled with concern, it is hoped, will translate to an intelligent and effective advocacy.

The profession of infant/toddler caregiving can only gain the importance and recognition it deserves as personnel become more highly trained and qualified to provide developmental, as opposed to custodial, care. And quality developmental programs can contribute to preventing the problems and deficits children often experience in later preschool and early school programs.

The use of the resources presented here may permit increased professionalization of the work of caregivers; it may also encourage the development of high-quality facilities for caregiving. These facilities can in turn nurture our youngest citizens, our most important national resources--our infants and toddlers.

A NOTE TO THE READER

Citations in this bibliography asterisked (*) and given an ED number have been indexed by the Educational Resources Information Center (ERIC). Many of these documents are available in microfiche or paper copy from the ERIC Document Reproduction Service. For full ordering information, see the Appendices or consult the pages of Resources in Education (RIE), the monthly index of ERIC documents, available at most major libraries and universities.

I. BACKGROUND REFERENCES: INFANT/TODDLER CARE AND DEVELOPMENT

Ainsworth, M. Social development in the first year of life: Maternal influences on infant-mother attachment. In J. M. Tanner (Ed.), Developments in psychiatric research: Essays based on the Sir Geoffrey Vickers lectures of the mental health foundation. London: Hodder & Stoughton, 1977.

Mothering patterns differ for securely attached, ambivalent, and avoidant babies. Maternal sensitivity to infant signals--as indicated by prompt responsiveness to crying, contingent pacing and encouragement of face-to-face interactions, and tender careful handling--was most significant as a predictor of secure attachment. The first group of babies responded more positively to close bodily contact, were more compliant, and were more willing to move off into exploratory play.

Ainsworth, M., Bell, S., & Stayton, P. Infant-mother attachment and social development: Socialization as a product of reciprocal responsiveness to signals. In M. Richards (Ed.), The integration of a child into the social world. London: Cambridge University Press, 1974.

Ames, L. B., & Ilg, F. Your two-year-old, terrible or tender. New York: Dell Publishing Co., 1976.

Ames, L., & Ilg, F. Your three-year-old, friend or enemy. New York: Dell Publishing Co., 1980.

Clear descriptions are given of every nuance of child behavior, so that a caregiver will know the difficulties and delights of these age groups in order to provide loving care.

Bayley, N. The two-year-old: Is this a critical age for intellectual development? Durham, NC: Duke University, 1966.

Beckwith, L. Relationships between attributes of mothers and their infants' IQ scores. Child Development, 1971, 42, 1083-1097.

Adoptive infants' IQ scores were related to how much the mothers spoke to and touched infants and how often they gave babies opportunities to explore the house. Fewer such maternal behaviors correlated with lower Cattell scores.

Beckwith, L. Preterm children's cognitive competence at five years and early caregiver-infant interactions. Paper presented at the meeting of the Society for Research in Child Development, Boston, April 1981. Available from Leila Beckwith, Infant Studies Project, Rehab 23-39, UCLA, Los Angeles, CA 90024.

Longitudinal research revealed the striking importance of caregiver-infant interaction to later IQ scores. Both lower- and middle-class pre-term babies showed more intellectual competence at age 5 if reared with rich and contingent social interactions than did those babies with deficits in the social/inanimate environment.

Birns, B., & Golden, M. Prediction of intellectual performance at three years from infant tests. Merrill Palmer Quarterly, 1972, 18 (1), 53-58.

Black infants from middle-class families showed a more than 20-point IQ advantage over welfare infants by 3 years of age. The effects of patterns of family interactions and language are discussed as possible factors in this large social-class difference, evident by the end of the infancy period, but not early in infancy.

Blanchard, M., & Main, M. Avoidance of the attachment figure and social-emotional adjustment in day care infants. Developmental Psychology, 1979, 15 (4), 445-446.

Abused toddlers in group care are more likely to avoid friendly overtures and eye contact and are more apt to be aggressive towards peers and adults than are non-abused toddlers.

Bower, T. G. R. A primer of infant development. San Francisco, CA: W. H. Freeman & Co., 1977.

Research results throw light on emerging infant motoric and language skills, interpersonal communication patterns, and concept development. Photographs illustrate the early emergence of many infant understandings.

Brazelton, T. B. Infants and mothers: Differences in development. New York: Delacorte Press, 1969.

The lives of three babies--active, average, and quiet--illustrate the widely divergent patterns of behavior of normal infants in families during the first year of life.

Brazelton, T. B. Toddlers and parents: A declaration of independence. New York: Delacorte Press, 1974.

Using a realistic family profile and the activities of one small child, this book expresses the trials and rewards of parenting from 1 month to 2 and a half years.

Brazelton, T. B. On becoming a family. New York: Delacorte Press, 1981.

This book illustrates the process of attachment and is filled with family profiles that capture the flavor of the development of family relationships and the process of falling in love with a new baby.

Bronfenbrenner, U. Is early intervention effective? In B. Z. Friedlander, G. M. Sterritt, & G. E. Kirk (Eds.), Exceptional infant: Assessment and intervention, Vol. 3. New York: Brunner/Mazel, 1975.

Bronson, W. Toddlers' behaviors with agemates: Issues of interaction, cognition, and affect. In L. Lipsitt (Ed.), Monographs on infancy, Vol. 1. Norwood, NJ: Ablex Publishing Corporation, 1980.

Research findings on middle-class toddlers interacting with peers are analyzed.

Caldwell, B. M. The rationale for early intervention. Exceptional Children, 1970, 36, 717-726.

Caldwell, B., Wright, C. M., Honig, A. S., & Tannenbaum, J. Infant day care and attachment. American Journal of Orthopsychiatry, 1970, 40, 397-412.

A group of home-reared children and a group of children who had been enrolled in an infant day care center were examined at 30 months of age for differences in child-mother and mother-child attachment patterns. Essentially, no differences could be detected. However, an association was found between strength of attachment and developmental level of child, and between strength of attachment and amount of stimulation/support for development available in the home.

Caplan, F. The first twelve months of life. Princeton, NJ: Edcom, 1971.

The month-by-month development of a baby is turned into a beautiful story to help parents learn what to expect. Concise charts on skill development from birth to 1 year are provided.

*Caplan, F. (Ed.). Parents' yellow pages: A directory by the Princeton Center for Infancy. Garden City, NY: Anchor/Doubleday, 1978. (ED 149 871, 1978, 511 p.)

Patterned after the telephone directory yellow pages, this combined dictionary and reference work provides a wide variety of useful information and resources for parents and caregivers.

Carew, J. V. Experience and the development of intelligence in young children at home and in day care. Monographs of the Society for Research in Child Development (Serial No. 187), 1980, 45, 6-7.

When the caregiver actively provided the infant and toddler with intellectual experiences, particularly language stimulation, the children were disposed to create intellectual experiences for themselves by 33 to 36 months.

Carew, J. V., Chan, I., & Halfar, C. Observing intelligence in young children. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

Eight case studies of young children from diverse family backgrounds illuminate striking differences in intellectual development. Fourteen ways that mothers of well-developing children influence their offsprings' developing experiences are described in chapter 3.

Church, J. Three babies: Biographies of cognitive development. New York: Vintage Books, 1968.

Three mothers' observations of their babies over the first 2 years of life focus on perception of objects and spatial and causal relations, personal and social awareness, and imitations. The records are rich and give a full description of babies' daily learning and living experiences.

Church, J. Understanding your child from birth to three. New York: Pocket Books, 1975.

Practical advice is offered on how to handle baby's fears, sleeping, nursing and weaning, toilet training, and early sexuality.

Clark, R., & Rubin, R. The first wondrous years. Piscataway, NJ: Johnson & Johnson Baby Products Co., n.d.

Valuable insights into the first 12 months of life are presented--how babies grow physically and emotionally; social relationships; creating safe, stimulating environments; and the vital role of play.

Clarke-Stewart, K. A. And daddy makes three: The father's impact on mother and young child. Child Development, 1978, 49 (2), 446-478.

When mothers have been nurturant and responsive in interacting with their babies during the first year and a half, fathers will then tend to find the infant more interesting and intelligent and will play more with him or her.

Cohen, M. D. (Ed.) Understanding and nurturing infant development. Washington, DC: Association for Childhood Education International, 1976.

This compilation examines infant intervention programs and considers the effects of reciprocal mother-infant interactions and the impact of discontinuous mothering on later child behaviors.

Colangelo, C., Bergen, A., & Gottlieb, L. A normal baby: The sensory-motor processes of the first year. Valhalla, NY: Blythedale Children's Hospital, 1976.

This manual documents how refinement of oral musculature, control of body parts, visual motor coordinations, language and socialization, and cognition develop through the first year of life. A comprehensive growth chart of the first year of life is included separately.

deVilliers, P., & deVilliers, J. Early language. Cambridge, MA: Harvard University Press, 1979.

The course of early language development is made vividly clear.

Dittmann, L. L. (Ed.). What we can learn from infants. Washington, DC: National Association for the Education of Young Children, 1970.

Goals for infant and family, working with the family, practical points in operating a center or home-based program, staff selection and training, and evaluation of program materials are covered.

Dunn, J. Distress and comfort. Cambridge, MA: Harvard University Press, 1977.

Theories and research are examined for explanations of the sources of infant distress cries and variation in early interactions which may affect the baby's ability to obtain comfort.

Elardo, R., Bradley, R., & Caldwell, B. The relation of infants' home environments to mental test performance from six to thirty-six months: A longitudinal analysis. Child Development, 1975, 46, 71-76.

Home developmental stimulation and maternal responsivity in infancy were powerful predictors of children's intellectual functioning.

Erikson, E. Childhood and society. New York: W. W. Norton, 1963.

A perceptive account is given of infant psychosocial development and of ego qualities which emerge from each critical period of development. Emphasis is given to the importance of the parent-child relationship within society.

Escalona, S. K. Developmental needs of children under two and a half years old. In H. Witmer (Ed.), On rearing infants and young children in institutions, Children's Bureau Research Reports (No. 1). Washington, DC: Department of Health, Education and Welfare, 1967.

Escalona, S. K. Infant day care: A social and psychological perspective on mental health implications. Infant Mental Health Journal, 1981, 2, 4-17.

Difficulties in implementing programs, particularly in transmitting child development information and encouraging learning through active engagement with the environment, arise from basically different orientations between parents and developmentally oriented caregivers. These differences are likely to be fewer the younger the infant in care. Thus, a working partnership may be more easily established with parents of very young babies.

Evans, J., & Ilfeld, E. Good beginnings. High/Scope Press, 600 North Rivers Street, Ypsilanti, MI 48197, 1981.

This easy-to-read book for parents of newborns stresses the parents' role as their child's most important teacher.

Field, T. (Ed.). Infants born at risk: Behavior and development. Jamaica, NY: S. P. Medical and Scientific Books, 1979.

Obstetricians, neonatologists, psychiatrists, and child developmentalists present data from their experiences which portray new approaches to evaluating and helping infants at risk.

Fraiberg, S. H. The Magic Years. New York: Charles Scribner's Sons, 1959.

Contains a good description of the first 18 months of life and details the period from 18 months to 3 years (pp. 35-176).

Fraiberg, S. H. Clinical studies in infant mental health: The first year of life. New York: Basic Books, Inc., 1980.

Using the methods of psychoanalysis in supportive new ways, the author shows with specific clinical examples how therapy can be used to repair acutely disturbed relations between mother and baby.

George, C., & Main, M. Social interactions of young abused children: Approach, avoidance, and aggression. Child Development, 1979, 50, 306-518.

Ten abused toddlers in day care more frequently performed the following behaviors than did matched controls from stressed families: harassed their caregivers, assaulted their peers, avoided caregivers in response to friendly overtures, and avoided peers or adults.

Gribben, T. Pajamas don't matter (Or, What your baby really needs). Sacramento, CA: Jalmar Press, Inc., 1979.

Growing Parent and Child. Dunn & Argett, Inc., 22 North Second Street, Lafayette, IN 47901.

Published monthly, this newsletter for parents is full of child development information and activities. The newsletter you receive has been written for the particular age of your child.

Haskins, R., Finkelstein, N., & Stedman, D. Effects of infant and preschool stimulation programs on high risk children: Ingelligence, social behavior and health. Pediatric Annals, 1978, 7, 123-144.

Hock, E. Working and non-working mothers and their infants: A comparative study of maternal caregiving characteristics and infant social behavior. Merrill-Palmer Quarterly, 1980, 26 (2), 79-102.

*Honig, A. S. Fathers and infants. In Fathering: A bibliography. ERIC/Early Childhood and Elementary Education, College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, IL 61801 --Cat. # 164. (ED 142 293, 1977, 78 p.)

Lists research references pertaining to fathers and infants.

Honig, A. S. The importance of fathering. Dimensions, 1980, 9, 33-38.

Honig, A. S. Recent infancy research. In B. Weissbourd & J. Musick (Eds.) Infants: Their Social Environments. Washington, D.C.: National Association for the Education of Young Children, 1981.

This concise review of infancy research covers 10 categories: competence, biological research, bonding, language development, at-risk and premature babies, infant environment, sex-role differentiation, fathers and infants, and intervention models for infants.

*Howes, C., & Rubenstein, J. Toddler social development in two day care settings. (ED 160 250, April 1978, 21 p.)

*International Children's Center. Infant stimulation: A review for educators and primary care personnel. (ED 188 359, May 1979, 22 p.)

Kagan, J., Kearsley, R., & Zelazo, P. Infancy. Cambridge, MA: Harvard University Press, 1980.

Early experience and infant development research findings are discussed, and the results of an infant day care program are reported. The development of 36 three to 30-month-old Chinese and Caucasian infants in group day care was not found to differ with respect to play, language, cognitive development and social interaction from that of a matched group of home-reared infants.

Kaplan, L. Oneness and separateness: From infant to individual. New York: Simon & Schuster, 1978.

Writing with poetic sensitivity and clinical insight into infant personality development, Dr. Kaplan interprets Mahler's theory that infants must balance optimally between urges to mold in oneness with the caregiver and strivings to become a self separate from the adult. The see-sawing needs of infants require perceptive and generous caregiver understanding.

Kearsley, R. B., & Sigel, I. E. (Eds.). Infants at risk: Assessment of cognitive functioning. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., 1979.

This volume provides a series of papers on potential methodologies for the study of perceptual and cognitive processes in infants at risk.

Kessen, W., Fein, G., Clarke-Stewart, K. A., & Starr, S. Variations in home-based infant education: Language, play, and social development. Final Report (Grant OCD-CB-98) to the Office of Child Development, August 1975.

At 12 through 18 months predictability of infant competence, including IQ, from a complex of optimal maternal caregiving behaviors was 45 percent. Parental supports were important for positive infant outcomes.

Kilmer, S. Infant-toddler group day care: A review of research. In L. Katz (Ed.), Current topics in early childhood education, Vol. 2. Norwood, NJ: Ablex Publishing Corporation, 1979.

*Kirkland, J. Child abuse: The crying baby at risk. (ED 181 708, August 1979, 21 p.)

Klaus, M. H., & Kennell, J. H. Maternal-infant bonding. St. Louis, MO: C. V. Mosby Co., 1976.

Studies on post-partum mother-infant contact, when correlated with follow-up data several years later, reveal a consistent pattern of more positive nurturing and language interaction by mothers who experienced early bonding experiences in the hospital.

Kotelchuck, M. The infant's relationship to the father: Experimental evidence. In M. E. Lamb (Ed.), The role of the father in child development. New York: Wiley, 1976.

Fathers spent a greater percentage of time (37.5) in enjoyable activities with infants than did mothers (25.8). Infants who did not relate well to fathers on their arrival from work were overwhelmingly from families with the lowest amount of father caregiving.

Lamb, M., Sherrod, L. (Eds.). Infant social cognition: Theoretical and empirical considerations. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., 1981.

Contributors examine how the infant's social, emotional, cognitive, physiological, and learning development are related and offer novel perspectives valuable to professionals concerned with infant development.

Leach, P. Your baby and child. (From birth to age 5). New York: Knopf, 1981.

Written for parents, this book includes chapters on birth, the newborn, the settled baby (from 0 to 6 months), the older baby (from 6 months to 1 year), the toddler (from 1 to 2 and a half years), the preschool child (from 2 and a half to 5 years), first aid, and preschool presents and playthings for children of different ages. Also provided are 650 illustrations and several growth charts.

Lipsitt, L. (Ed.). Advances in infancy research, Vol. 1 and 2. Norwood, NJ: Ablex Publishing Corporation, 1981, 1982.

This series of volumes contains outstanding research reports by infancy specialists.

Lipsitt, L. (Ed.). Infant behavior and development: An international and interdisciplinary journal. Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648.

Detailed research reports on infant development are available in each journal issue.

Londerville, S., & Main, M. Security of attachment, compliance and maternal training methods in the second year of life. Developmental Psychology, 1981, 17 (3), 289-299.

Babies judged as securely attached at 12 months were more obedient to maternal commands at 21 months (r=.65). Compliance and cooperation with caregivers were positively related to the mother's warmer voice tones and gentler physical interventions. Almost half (6 of 14) of the nonsecurely attached infants, but none of the securely attached infants, showed angry tantrums and disobedience.

McCall, R. B. Infants. Cambridge, MA: Harvard University Press, 1979.

This practical book for parents and caregivers provides an understandable review of research on infant development and parent-infant interaction.

McCartney, K., Scarr, S., Phillips, D., Grajeck, S., & Swartz, C. Environmental differences among day care centers and their effects on children's levels of intellectual, language, and social development. American Journal of Orthopsychiatry, 1981, in press.

Research in Bermuda, described in this special issue on day care, has shown that children who entered early into a good quality day care center had better intellectual and language scores than those who entered facilities with less adult-child interaction. The authors conclude that it is important to train caregivers to provide sufficient emotional and intellectual stimulation, lest children in group care suffer.

Moss, H. (Ed.). Early intervention programs for infants. Prevention in Human Services. New York: Haworth Press, 1981, 6 (3).

In this special journal issue, an in-depth overview is provided of issues of risk and prevention in the areas of mental health during infancy. Among the topics explored are cognitive development, the psycho-social care of premature infants, and developmental problems among the offspring of mothers with severe emotional disorders.

*The New York City Infant Day Care Study: A comparative study of licensed group and family day care programs and the effects of these programs on children and their families, Final Report. (ED 167 260, 1979, 214 p.)

Osofsky, J. D. Handbook of infant development. New York: John Wiley & Sons, 1979.

This volume is a comprehensive and scholarly compilation of new ideas and research in the area of infancy. Theoretical, methodological, conceptual, intervention, and clinical issues are considered.

Papousek, H., & Papousek, M. The infants' fundamental adaptive response system in social interaction. In E. B. Thoman (Ed.), Origins of the infant's social responsiveness. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., 1979.

Imitation of an infant's expressions, moods, and vocalization by the mother creates a situation whereby baby can learn that his or her behavior regularly produces a response from the mother. Smiles or joyful vocalizations are often the infant's response to maternal imitation.

Parke, R. D. Perspectives on father-infant interaction. In J. D. Osofsky (Ed.), Handbook of infant development. New York: John Wiley & Sons, 1979.

A survey of research literature on fathering suggests that fathers are attractive play partners who provide different kinds of experiences than do mothers.

Pedersen, F. A., Rubenstein, J., & Yarrow, L. J. Infant development in father absent families. Journal of Genetic Psychology, 1979, 135 (1), 51-62.

Piaget, J. The origins of intelligence in children. New York: International Universities Press, 1952.

Piaget describes the six stages of sensorimotor development as revealed by the behaviors of his own three babies.

Pines, M. Good samaritans at age two? Psychology Today, 1979, 13 (1), 66-77.

Research by Yarrow and Zahn-Waxler suggests that infants in the second year of life exhibit empathic concern for others' distress. Caregivers boost altruistic learning by expressing firm disapproval of hurtful acts and real concern for the victim of a toddler's assault. They also show much love and concern for the toddler in everyday life situations.

Provence, S. The first year of life: The infant. In L. L. Dittmann (Ed.), Early child care: The new perspectives. New York: Atherton, 1968, 27-30.

Pulaski, M. Your baby's mind and how it grows: Piaget's theory for parents. New York: Harper & Row, 1978.

Mahler's and Piaget's theories are combined to provide parents with ideas for appropriate games with toys and people. Activities afford babies the opportunity to explore with their own inventions, so that they can become competent in language and cognition.

Reilly, A. The communication game. Piscataway, NJ: Johnson & Johnson Baby Products, 1981.

The thoughtful opinions of 20 of the world's leading authorities in the field offers new perspectives on non-verbal communication, speech reception and production, and development of language and thought.

Rubenstein, J. L., & Howes, C. Caregiver and infant behavior in day care and in homes. Developmental Psychology, 1979, 15, 1-24.

There was more adult-infant play, tactile contact, and reciprocal smiling in a community-based infant day care center than was found in a matched control group at home. More infant responsiveness to maternal talking, more infant crying, and more maternal restrictiveness occurred at home.

Rubin, R. R., Fisher, J. J., & Doering, S. G. Ages one and two: Your toddler. New York: Collier, 1980.

Everything you ever wanted to know about toddler growth and development, personality, play story books, contrariness, etc. is explained.

Saunders, M. The ABC's of learning in infancy. Infant Care Project, University of North Carolina at Greensboro, Greensboro, NC 27412, n.d.

Divided into three sections (A for activity, B for beginnings, and C for curiosity), this book discusses some of the basic theories of child development.

Sayers, R. Birthing, bonding and the infancy stage of fathering. In R. Sayers (Ed.), Fathering: It's not the same. The Nurtury Family School, 374 West Baltimore, Larkspur, CA 94939, 1981.

Schaffer, H. R. Mothering. Cambridge, MA: Harvard University Press, 1977.

Schaffer, H. R. Studies in mother infant interaction. New York: Academic Press, 1977.

High level research reports throw light on physiological and psychological aspects of mother-infant "dialogues."

Segal, M., & Adcock, D. Play and learning. From two to three years (1979) and Social competence. From two to three years (1979). (Nova University Series). B. L. Winch & Associates, 45 Hitching Post Dr., Bldg. 29, Rolling Hills Estates, CA 90274.

These companion volumes are devoted to 2- and 3-year-olds' emerging capacities in the areas of social skills, exploration, imagination, and language. Over 200 photos and illustrations in each volume assist the reader in understanding this pivotal year in a child's development.

Sherwood, M., & Mayer, C. Babies' lib. Media Development for Alaska Headstart, Alaska Treatment Center for Crippled Children and Adults, 624 W. International Airport Road, Suite 02, Anchorage, Alaska 99502, 1977.

Child development and health information is discussed through use of humorous cartoon babies.

Smart, M., & Smart, R. (Eds.). Infants: Development and relationships. New York: The MacMillan Company, 1973.

The promising period of infancy is discussed in four areas: prenatal development and birth, early infancy, emerging resources for coping with the world, and relationships with people. A number of readings for each area are included.

Smeriglio, V. (Ed.). Newborns and parents: Parent-infant contact and newborn sensory stimulation. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., 1981.

This compilation of articles analyzes the effects of sensory stimulation on neonates and has important implications for intervention programs, hospital care, and the study of infant development and parent-infant relationships.

Spitz, R. A. Hospitalism: An inquiry into the genesis of psychiatric conditions in early childhood. In U. Bronfenbrenner (Ed.), Influences on human development. Hinsdale, IL: The Dryden Press, 1972.

Infants reared in a sterile institution declined severely in IQ compared to infants cared for by their delinquent mothers in a prison setting.

Sroufe, A. Knowing and enjoying your baby. Englewood Cliffs, NJ: Prentice-Hall, 1977.

The growth of smiling, laughter, joy, fear of the unfamiliar, and other emotions are described so that a sensitive caregiver can learn to be responsive to baby's signals.

Sroufe, A. The coherence of individual development. American Psychologist, 1979, 34, 834-841.

Infants who are securely attached to their caregivers in the first year of life are persistent and competent as toddlers in solving tool-using problems and tend to use parents as helping resources. Insecurely attached infants gave up more readily, threw more temper-tantrums in the face of difficult problems, and were less likely to seek adult help.

Stayton, D. J., Hogan, R., & Ainsworth, M. D. S. Infant obedience and maternal behavior. The origins of socialization reconsidered. Child Development, 1971, 42, 1057-1069.

Mothers who are sensitive to infant signals, provide body cuddling, and allow floor freedom for exploration have more obedient babies.

Stern, D. The first relationship: Infant and mother. Cambridge, MA: Harvard University Press, 1977.

Using high-speed motion pictures, the author analyzed details of how mothers and infants interact. Rich examples support the author's thesis that such playful episodes are choreographed to teach the infants about the social world.

Stone, J., & Church, J. Childhood and adolescence. New York: Random House, 1979.

The admirably written descriptions of normal infant and toddler development should be very useful in helping caregivers understand the whole child under 3.

Stone, J., Smith, H., & Murphy, L. The competent infant: Research and commentary. New York: Basic Books, Inc., 1973.

This extensive compendium of studies by infancy experts covers the following developmental areas: prenatal and perinatal factors and influences, prediction of consistency and dimensions of difference in infants, neonatal states, sensory capabilities and conditioning, early sex differences, social contacts and language acquisitions, attachments, and interventions. Classic and important research papers in each area make this an extremely useful reference book.

Streepy, S. Today he can't. Tomorrow he can! Your child from birth to two years, Vol. 1. New York: The Learning Child, Inc., 1971.

Developmental information about the first 2 years is accompanied by photographs and descriptions of appropriate toys and equipment.

Tjossen, J. (Ed.). Intervention strategies for high risk infants and young children. Baltimore, MD: University Park Press, 1978.

Participants at a conference organized to provide a comprehensive perspective on high-risk infants contributed chapters on new concepts and developments related to early intervention.

Tronick, E., & Adamson, L. Babies are people: New findings on our social beginnings. London: McMillan Publishing Co., 1980.

The importance of how as well as what babies experience is emphasized, as well as the baby's social capacity as a partner in complex interactions with parents.

Tyler, B., & Dittmann, L. Meeting the toddler more than halfway: The behavior of toddlers and their caregivers. Young Children, 1980, 35 (2), 39-46.

Research reveals the needs of toddlers for responsive communication by their caregivers during daily routines.

United States Department of Health, Education and Welfare. Clinical infant intervention research programs: Selected overview and discussion. National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20857, 1979.

A review of recent research in intervention programs focuses on 24 programs with clinical, research, and intervention components.

Uzgiris, I. C. Social interaction and communication during infancy. In W. Damon (Ed.), New Directions for Child Development. San Francisco, CA: Jossey-Bass Inc., 1979.

The author presents initial findings from research which employs the infant as a full participant in interpersonal interactions and views mothering in terms of dialogue with the infant.

*Vroegh, K. Infant day care: Some research findings. (ED 145 968, 1976, 22 p.)

Weissbourd, B., & Musick, J. (Eds.). Infants and their social environments. Washington, DC: National Association for the Education of Young Children, 1981.

Various experts elaborate upon how competence and knowledge of the world are powerfully influenced by the quality of the early social and caregiving environments that infants and toddlers receive.

White, B. L. A parent's guide to the first three years. Englewood Cliffs, NJ: Prentice-Hall, 1980.

White, B. L. The first three years of life. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

Willerman, L., Broman, S. H., & Fiedler, M. Infant development, preschool IQ, and social development. Child Development, 1970, 41 (1), 69-79.

Infants with low developmental scores during the first year are significantly more likely to be developmentally delayed if reared in families of low socioeconomic status. No such correlation was found for infants reared in enriched family environments.

Williams, M. L., & Scarr, S. Effects of short term intervention on performance in low birth-weight disadvantaged children (Part 2). Pediatrics, 1971, 47 (1), 289-298.

Wright, L. The theoretical and research base for a program of early stimulation care and training of premature infants. In J. Hellmuth (Ed.), The Exceptional Infant, Vol. 2. New York: Brunner/Mazel, 1971.

Yarrow, L. J., & Pedersen, F. A. Attachment: Its origins and course. Young Children, 1972, 27, 302-310.

A clear overview is provided of the growth of infant attachment and reaction to separation.

Yarrow, L. J., Rubenstein, T., & Pederson, F. A. Infant and environment: Early cognitive and motivational development. New York: Halstead Press, 1975.

Dimensions of the inanimate and the personal environment are carefully described and are analyzed for their relationships with infant development.

Zero to three. National Center for Clinical Infant Programs, 733 15th Street, NW, Suite 912, Washington, DC 20005.

This helpful bulletin contains reports from programs throughout the nation which conduct infant research and service programs. The bulletin also contains reviews of recent publications, case reports, notices of conferences, and the column "National Center Notes," a medium of information exchange for those involved in clinical infant research programs.

AUDIOVISUAL MATERIALS

Amazing Newborn. Polymorph Films, 118 South St., Boston, MA, 02111, 1975.

Bruner, J. S., & May, A. Cup to lip; Play is for trying out; One, two, many. New York: Wiley & Sons, 1972.

Three films illustrate the beginning of coordination and the development of intentionality.

Caldwell, B. M. How babies learn, New York University Film Library, 26 Washington Place, New York, NY 10003, 1966. In the beginning: The process of infant development (1978); Nurturing (1978), Davidson Films, Inc., 850 O'Neill Ave., Belmont, CA 94002.

These three films illustrate parent-infant interactions and illustrate principles of enhancing development.

Cumming, A. Child care--Challenges and rewards. Peoria, IL: Bennett Publishing Company, 1979.

Five filmstrips include "The first 4 months," "5 months to 12 months," "12 months to 24 months," "2 years to 3 years," and "What about you?" The main thrust of each filmstrip is understanding, not only of the child, but also of the caregiver.

deVilliers, & deVilliers. Out of the mouths of babes. Filmmakers Library, 290 West End Avenue, New York, NY, 1978.

Young children illustrate early language learning principles in this excellent 30-minute film.

Fathers. The American Society for Psychoprophylaxis in Obstetrics, 1411 K Street, NW Washington, DC 20005, 1980.

In this film, fathers talk candidly about their feelings during the pregnancy and birthing and about the sudden awareness of what it means to be a nurturing father (26 minutes, color).

High/Scope Press. Child development series. 600 North River Street, Ypsilanti, MI 48197, 1977.

Six films on child development include "Visual pursuit and object permanence," "Learning to talk: An introduction to language development in infancy," "Toot 'n Tub--Object concepts during sensory-motor stage 3," "Causing events to occur--Development of causality," and "Development of means for achieving desired ends."

Kagan, J., & Gardner, H. Infancy. New York: Harper & Row, 1972.

Behavioral and cognitive patterns characteristic of infancy are illustrated in this 21-minute film.

Language development. Washington State University Instructional Media Service, Pullman, WA 99164, 1972.

This 20-minute film covers the early months of crying, cooing, and babbling. The importance of the environment and the child's innate capacities to learn language are discussed.

Spitz, R. Grief: A peril in infancy. Pennsylvania State University Audio-visual Services, University Park, PN 16802, 1947.

Clear examples are presented in this film of the deep sorrow and developmental regression that may occur when babies are suddenly deprived of the mothering that has supported their early growth.

Stone, J. Abby's first two years. Wayne State University Audio-visual Utilization Center, 5448 Cass Street, Detroit, MI 48202, 1960.

This film concentrates on the first 2 years of childhood, showing interaction between mother and child (30 minutes, black and white).

Stone, J. Emotional ties in infancy. Wayne State University Audio-visual Utilization Center, 5448 Cass Street, Detroit, MI 48201, 1971.

This 12-minute film in black and white shows the importance of strong emotional ties between an infant and adult by comparing four infants ranging in age from 8 to 10 months.

Stone, J. Person to person in infancy. Wayne State University Audio-visual Utilization Center, 5448 Cass Street, Detroit, MI 48201, 1970.

The importance of the adult-infant relationship in group care is stressed in this 22-minute film, also in black and white.

II. MONITORING INFANT/TODDLER DEVELOPMENT AND EDUCATION PROJECTS: TESTING AND EVALUATION

Bangs, T. E., & Dodson, S. Birth to three: Developmental learning and the handicapped child. Teaching Resource Corporation, 50 Pond Park Rd., Hingham, MA 02043, 1979.

Bangs, T. E., & Dodson, S. Birth to three. Developmental scale. Teaching Resources Corporation, 50 Pond Park Rd., Hingham, MA 02043, 1979.

Bayley, N. Manual for the Bayley scales of infant development. New York: Psychological Corporation, 1969.

The Bayley Scale is the most widely used scale of infant development in the United States. A Mental Development score, a Motor Development score, and a Behavioral record of the infant's socioemotional responses during testing are obtained.

Bradley, R. H., & Caldwell, B. M. Early home environment and changes in mental test performance in children from 6 to 36 months. Developmental Psychology, 1976, 12, 93-97.

Maternal emotional and verbal responsivity, involvement with child, provision of appropriate play materials, avoidance of restriction and punishment, and variety in daily stimulation opportunities correlated significantly at 12 and 24 months with 3-year-olds' Stanford Binet IQ scores.

Brazelton, T. B. Neonatal behavioral assessment scale. Philadelphia, PA: J. B. Lippincott, 1973.

Brown, C. C. (Ed.). Infants at risk: Assessment and intervention. An update for healthcare professionals and parents. Piscataway, NJ: Johnson & Johnson Baby Products Co., 1981.

Bzoch, K., & League, R. Bzoch-League Receptive-Expressive Emergent Language Scale for the Measurement of Language Skills in Infancy (Ages birth-3 years). 1309 NE 2nd St., PO Box 447, Gainesville, FL 32601, 1970-71.

Caballero, J., & Whordley, D. Orientation to infant and toddler assessment. Atlanta, GA: Humanics Limited, 1981.

Designed for teachers, students, parents, and staff members of child development centers, this easy-to-use handbook presents a comprehensive description of an effective assessment of individual children. A 12-page development assessment form contains a checklist of selected skills and behaviors which a child is likely to manifest from birth to age 3.

Cameron, J., Livson, N., & Bayley, N. Infant vocalizations and their relationship to mature intelligence. Science, 1967, 157, 131-133.

Carey, W., & McDevitt, S. Revision of the Infant Temperament Questionnaire. Pediatrics, 1978, 61, 735-369.

Catalano, F. L., & McCarthy, D. Infant speech as a possible predictor of later intelligence. Journal of Psychology, 1954, 38, 203-209.

Some infant vocalizations and language items predict later IQ better than total infant development test scores.

Cattell, P. Infant intelligence scale. Johnson Reprint Corporation, 111 5th Avenue, New York, NY 10003, 1960.

This test, with items attractive to infants, provides a single IQ score as a measure of infants' developmental achievements in relation to their chronological age.

*Darby, B., & May, M. (Eds.). Infant assessment: Issues and applications. (ED 182 919, 1979, 240 p.)

Erickson, M. T. The predictive validity of the Cattell Infant Intelligence scale for young mentally retarded children. American Journal of Mental Deficiency, 1968, 72 (5), 728-733.

Retarded infants' scores on the Cattell Infant Intelligence Scale in the first year of life were highly predictive of delay at school age.

Flint, B. The Flint Infant Security Scale. Guidance Centre, The Governing Council of the University of Toronto, Canada M4W2K8, 1974.

The scale rates behavior and is designed to assess the mental health of children from birth to 2 years of age.

Frankenburg, W. K., Dodds, J. B., Fandal, A., Kazuk, E., & Cohrs, M. The Denver Developmental Screening Test (Manual). Lodoca Project Publishing Foundation & Co., East 51st Ave. and Lincoln St., Denver, CO 80216, 1975, (Revised ed.).

Frankenburg, W. K., Camp, B., Van Natta, P., & Demersseman, J. Reliability and stability of the Denver Developmental Screening Test. Child Development, 1971, 42(5), 1315-1325.

This quick screening test is easy for child care staff to learn and use. Poor scores alert caregivers to the need for more thorough developmental testing and possible remediation.

Friedlander, B. L., Sterritt, G., & Kirk, G. Exceptional infant, Vol. 3: Assessment and intervention. New York: Brunner/Mazel, 1975.

This collection of articles on assessment and intervention strategies with the exceptional infant links three areas in child development: problems of developmentally disabled children with more or less readily identifiable special needs, concern and programs for minority or disadvantaged children, and issues of developmental assessment.

Griffin, P., & Sanford, A. Learning accomplishment profile for infants. Kaplan Press, 600 Jonestown Road, Winston-Salem, NC 27103, 1975.

Profile items are useful for monitoring the progress of infants in a developmental program.

Griffiths, R. The abilities of babies. New York: McGraw-Hill Co., 1954.

This scale is divided into five separate sub-tests but is administered as a whole. The five areas (locomotor skills, personal-social skills, hearing and speech skills, eye and hand coordination skills, and performance skills) can be analyzed separately with scores computed for each sub-test.

Hindley, C. B. The Griffiths Scale of Infant Development: Scores and predictions from 3 to 18 months. Journal of Child Psychology and Psychiatry, 1960, 1, 99-112.

Honig, A. S., & Lally, J. R. How good is your infant program? Use an observation method to find out. Child Care Quarterly, 1975, 1, 194-207.

An easy-to-use checklist provides spaces for noting whether an infant caregiver has behaved in specific ways. The instrument gives a profile of the repertoire of caregivers and makes it easy to spot areas that need more training work.

Illingsworth, R. S. An introduction to developmental assessment in the first year. London: National Spastic Society, 1962.

When clinical judgments are added to developmental assessment, then a diagnosis of mental inferiority made in the first year of life predicts IQ scores in the early grades with 75% accuracy.

Kearsley, R., & Segal, I. Infants at risk: Assessment of cognitive functioning. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., 1979.

Chapters by different researchers present methodologies for the study of perceptual, cognitive, and language processes. Also described are assessment measures for use with infants at risk.

Knoblock, H., Stevens, F., & Malone, A. F. Manual of developmental diagnosis. The administration and interpretation of the revised Gesell and Amatruda Developmental and Neurologic Examination. New York: Harper & Row, 1980.

The manual accompanies a kit of materials for testing infants and toddlers. (Materials are produced and distributed by Nigel Cox, 69 Fawndrive, Cheshire, CT 06410.)

McGraw, M. B. Appraising test responses of infants and young children. The Journal of Psychology, 1942, 14, 89-100.

Some perceptive advice is given for creating an optimal testing situation for infants and toddlers.

*Portage guide to early education. Portage Project, Cooperative Educational Service, Agency 12, 412 East Slifer St., Portage, WI 53901, 1976. (ED 189 783, 1976, 815 p.)

A checklist of behaviors to be used with handicapped or normal children allows the caregiver to identify developmental lags in the areas of cognition, self-help motor skills, language, and socialization. Also available is a set of 500 behavior activity cards corresponding to the child's level of development.

Project RHISE, Children's Development Center. Rockford Infant Developmental Evaluation Scales. Bensenville, IL: Scholastic Testing Service, Inc., 1980.

This informal evaluation tool for screening handicapped children ranging in age from birth to 4 years covers 308 developmental behaviors. Items are arranged by level of difficulty within age ranges as well as by skill areas.

Southeastern Day Care Project. Evaluating children's progress: A rating scale for children in day care. Southern Regional Education Board, 130 Sixth Street, NW, Atlanta, GA 30313, 1973.

Pertinent for children from birth to age 6, this booklet helps caregivers evaluate the progress of children in day care centers and family day care homes.

Stillman, R. D. Assessment of deaf-blind children: The Callier-Azusa Scale. Reston, VA: The Council for Exceptional Children, 1977.

Uzgiris, I. C., & Hunt, J. McV. Assessment in infancy: Ordinal scales of psychological development. Urbana, IL: University of Illinois Press, 1975.

AUDIOVISUAL MATERIALS

Escalona, S. K. Object permanence; Spatial relationships; Causality. New York University Film Library, 26 Washington Place, New York, NY 10003, n.d..

These three films depict testing of Piagetian development in infants 4 to 22 months.

Uzgiris, I. C., & Hunt, J. McV. Ordinal scales of infant psychological development. Urbana, IL: University of Illinois Film Center, 1325 S. Oak, Champaign, IL 61820, 1967.

In a six-reel series, these films depict Piagetian sensorimotor development in the following domains: (1) object permanence, (2) development of means, (3) gestural and vocal imitation, (4) operational causality, (5) object relations in space, and (6) development of schemas.

III. CAREGIVER TRAINING AND CURRICULUM MATERIALS

*Anselmo, S., & Petersen, J. A. A manual for caregivers of infants and toddlers. Early Childhood Education Center, 207 North Hall, University of Iowa, Iowa City, IA 52242, 1976. (ED 152 408, 1978, 77 p.)

Activities are succinctly described by category, objectives, and procedures.

Badger, E. D. A mother's training program. Children, 1972, 1 (3), 7-11, 36.

From the infant's birth on, this program works with groups of young unwed mothers to help them develop parenting skills.

Badger, E. D. Mothers' guide to early learning. Paoli, PA: Instructo Corporation, 1973.

The caregiver's role in helping an infant feel good about learning includes (1) provision of interesting play objects, (2) encouragement and help, and (3) the use of words to define and explain baby actions.

Badger, E. D. Postnatal classes for high risk mother-infant pairs. Department of Pediatrics, University of Cincinnati College of Medicine, 231 Bethesda Avenue, Cincinnati, OH 45267, 1977.

Lessons for 20 mother-infant classes are provided. The aim of these infant stimulation games is to prevent developmental delay in high-risk infants.

Badger, E. The infant stimulation/mother training project. In B. Caldwell & D. Stedman (Eds.), Infant education. New York: Walker Publishing Co., 1977, 45-62.

Positive developmental effects of the program on 12-month-old infants of teenage mothers are reported.

Badger, E. Infant/toddler. Introducing your child to the joy of learning. Paoli, PA: Instructo Corporation, 1981.

In order to ensure successful learning, a sequence of learning activities for infants and toddlers stresses experience in sensorimotor development matched to specific developmental levels. Each activity includes an insert for recording baby and toddler progress. Variations on the activities and recommendations for toys are included with each illustrated learning activity.

Bromwich, R. Focus on maternal behavior in infant observation. American Journal of Orthopsychiatry, 1976, 46 (3), 439-446.

This sensitive, progressive program helps mothers in difficulty learn to observe and attend to infant needs and plan activities to encourage infant development.

Bromwich, R. Working with parents and infants: An interactional approach. Baltimore, MD: University Park Press, 1981.

Bromwich advocates the use of a problem-solving process to provide the kinds of support, information and encouragement that enable parents to discover which solution is best for them and for their infants at a particular time.

Caldwell, B. M. What does research teach us about day care for children under three? Children Today, 1972, 1 (6), 6-11.

Research confirms the needs of infants for nurturing and for intellectually nourishing transactions with people and objects.

Caldwell, B. M. Kramer School--Something for everybody. In S. J. Braun & E. P. Edwards (Eds.), History and theory of early childhood education. Worthington, OH: Charles A. Jones Co., 1972.

This unique program houses infants in the same buildings in which their older brothers and sisters are attending public school.

Caldwell, B. M., & Richmond, J. The Children's Center in Syracuse, New York. In L. L. Dittmann (Ed.), Early child care: The new perspectives. New York: Atherton Press, 1968.

The founding of a quality day care program for infants from 6 months of age on is described in terms of philosophy, caregiver training, and daily schedules.

Caldwell, B. M., & Stedman, D. J. (Eds.). Infant education: A guide for helping handicapped children in the first three years. New York: Walker and Company, 1977.

Training programs to assist infants with handicaps are described in detail by the various contributors to this volume.

Cataldo, C. Infant and toddler programs: A guide to very early childhood education. Reading, MA: Addison-Wesley, 1982.

Practical information for inservice training is included within chapters describing recent models of infant and toddler programs.

Connor, F. P., Williamson, G. G., & Siepp, J. M. (Eds.). Program guide for infants and toddlers with neuromotor and developmental disabilities. New York: Teachers College Press, 1978.

For the atypical child, the book explains assessment techniques, basic health and nutrition facts, early interventions, curriculum implementation training, and the construction of adaptive equipment.

Cooper, G. Parenting curriculum: Six individualized student booklets. Child Welfare League of America, 67 Irving Place, New York, NY 10003, 1973.

Written for adolescent mothers, these booklets include the following titles: Getting to Know Your Baby and Yourself (prenatal to birth), Your New Human (birth to 1 month), Learning About the World, (1 to 3 months), Your Baby Grows (3 to 6 months), Learning More Each Day (6 to 9 months), and The End of the First Year (9 to 12 months). Discussions relate the infant's progress to the teenager's own mental, physical, and emotional growth.

Cooper, G. Guide to teaching early child development. Child Welfare League of America, 67 Irving Place, New York, NY 10003, 1975.

This guide, an adjunct to the Parenting Curriculum booklets, offers extensive coverage of child development course material from birth to age 3.

Cunningham, C., & Sloper, P. Helping your exceptional baby. New York: Pantheon Books, 1978.

A basic overview of mental handicaps is accompanied by a developmental checklist and suggestions for teaching specific sequential activities to promote infant development.

Dittmann, L. The infants we care for. Washington, DC: National Association for the Education of Young Children, 1973.

For day care workers with infants and toddlers, this book covers working with the family, practical considerations for operating a center, and selection, training, and evaluation of staff.

Dusewicz, R. The early childhood demonstration program for the disadvantaged. Office of Research, West Chester State College, West Chester, PA 19380, 1971.

Compared to controls, significant advances in language development were found for infants who participated in an experimental perceptual-integration based cognitive program. Curriculum activities are specified.

Elardo, R., & Pagan, B. (Eds.). Perspectives on infant day care. Southern Association for Children Under Six, Box 5403, Brady Station, Little Rock, AR 72215, 1976.

This excellent collection of articles aids infant day care staff in conceptualizing programs; in creating a healthy, safe, and attractive environment; and in planning programs to serve the developmental needs of infants.

Fitzgerald, A. E., Ledesma, S., Swarthout, W., & Parker, A. Orientation manual for trainees in infant-toddler day care (Report No. 2). Infant Toddler Day Care Project, Early Childhood Research Institute for Family and Child Research, College of Human Ecology, Michigan State University, East Lansing, MI 48824, 1972.

*Forrester, B. J., Brooks, G. P., Hardge, B. M., & Outlaw, D. C. Materials for infant development. Demonstration and Research Center for Early Education, George Peabody College for Teachers, Nashville, TN 37203, 1971. (ED 129 400, 1971, 88 p.)

Fowler, W. A developmental learning approach to infant care in a group setting. In B. Z. Friedlander, G. M. Sterritt, & G. E. Kirk (Eds.), Exceptional infant, Vol. 3, New York: Brunner/Mazel, 1975.

The Canadian Mothercraft Society curriculum (which includes information concepts, problem solving, and language learning) is described. Both disadvantaged and advantaged infants' mean mental scores increased about 20 IQ points after a year and a half of program participation.

Fowler, W. Guides to early day care and teaching. Ontario Institute for Studies in Education, 234 Bloor Street West, Toronto, Canada M5S IV6, 1978.

Three guides for basic care, free play, and guided child learning provide practical methods and materials, concepts, and techniques for caregivers.

Fowler, W. Infant and child care: A guide to education in groups. Boston, MA: Allyn and Bacon, 1980.

Descriptions of the relationships between the environment, the child, and early education lead to sections on strategies for feeding, dressing, and basic care routines; effective use of toys and materials; and stimulation of children's development through guided learning.

Fraiberg, S. Intervention in infancy: A program for blind infants. Journal of the American Academy of Child Psychiatry, 1971, 10 (3), 381-405.

Geisy, R. A guide for home visitors. Demonstration and Research Center for Early Education, George Peabody College for Teachers, Nashville, TN 37203, 1970.

Gerber, M. Educaring, an approach to caring for infants in groups. In The Bulletin, February 1980, 3-4. Northern California Association for the Education of Young Children, 550 Lakeview Way, Redwood City, CA 94062.

Glazer, S. M. Getting ready to read: Creating readers from birth through six. Englewood Cliffs, NJ: Prentice Hall, 1980.

Chapters 2 and 3 ("The First Year of Life: The First Year of Reading" and "Creating Readers' Atmospheres for the Toddler") discuss reading readiness for the very young child.

*Gonzales-Mena, J., & Eyer, D. Infancy and caregiving. Palo Alto, CA: Mayfield Publishing Company, 1980. (ED 198 945, 1980, 166 p.)

The development of attachment and the caregiver-infant relationship are central themes in this curriculum guide. Anecdotes are plentiful, and a chart included in the appendices provides ideas for organizing the infant's physical environment to stimulate various aspects of development.

Gordon, I. J. Baby learning through baby play (1970); Baby to parent, parent to baby (1977). New York: Martin's Press.

These practical guides to developing parent-infant interaction in the first 12 months view childrearing as a partnership. Suggestions are given for observing, as well as adapting to, infants' rhythms and for developing infant responsiveness.

Gordon, I. J. Reaching the child through parent education: The Florida approach. Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, FL 32611, 1969.

Greenfield, P., & Tronick, E. Infant curriculum. The Bromley-Heath guide to the care of infants in groups (Rev. Ed.). Santa Monica, CA: Goodyear Publishing Company, Inc., 1980.

Discussions of goals, values, and discipline techniques as well as an overview of infant development and suggestions for daily scheduling make this a practical guide for group care.

Hagstrom, J. Games babies play. New York: A & W Publishers, 1979.

Hagstrom, J. More games babies play. New York: Pocket Books, 1981.

Heber, R., & Garber, H. The Milwaukee Project: A study of the use of family intervention to prevent cultural familial mental retardation. In B. Z. Friedlander, G. M. Sterritt, & G. E. Kirk (Eds.), Exceptional infant, Vol. 3, New York: Brunner/Mazel, 1975.

Mean IQ scores of infants in an enriched infant program from 3 months of age onward differed from controls by more than 20 points after 5 years in the program. The authors conclude that cultural familial retardation can be prevented.

Honig, A. S. Curriculum for infants in day care. Child Welfare, 1974, 53 (10), 633-643.

An integrated curriculum is presented which combines Piagetian, Eriksonian, and language development principles. Specific activities and positive ways of interacting socially with infants while presenting activities are described.

Honig, A. S. The developmental needs of infants: How can they be met in a day care setting? Dimensions, 1974, 2 (2), 30-33.

Honig, A. S. Training caregivers to provide loving, learning experiences for babies. Dimensions, 1978, 6, 33-43.

Honig, A. S. What you need to know to select and train your day care staff. Child Care Quarterly, 1979, 8, 19-35.

Twenty practical questions are raised and illustrated with behavioral examples to assist directors in assessing and improving caregiver-child interactions.

Honig, A. S. What are the needs of infants? Young Children, 1981, 37 (1), 3-17.

*Honig, A. S. Working in partnership with parents of handicapped infants. (ED 206 395, 1981, 24 p.)

Honig, A. S. Quality training for infant caregivers. In B. Lurie & R. Neugerbauer (Eds.), Caring for infants and toddlers: What works and what doesn't, Vol. II. Summit, NY: Summit Child Care Center, 1982.

Integration of knowledge from theory, child rearing research, and communication therapists provides a firm base for quality training of infant caregivers. Attention to the context of the training and the sharing of values and attitudes is stressed.

Honig, A. S., & Lally, J. R. Infant caregiving: A design for training (2nd Ed.). Syracuse, NY: Syracuse University Press, 1981.

This basic handbook is designed to help train caregivers to meet infants' developmental needs in group care. In practical language, and with dozens of pictures, numerous activities are recommended. Many extra topics are covered, such as the human qualities of caregivers, space and equipment use, communicating with families, record keeping, mainstreaming handicapped infants, and assessing caregiver and infant progress.

Johnson & Johnson. Infant developmental program: Birth to 12 months. Piscataway, NJ: Johnson & Johnson Co., 1976.

Exercises are provided with profuse and clear photographs to enable parents to enrich their baby's development through ordinary care routines as well as through provision of special learning opportunities. The importance of the emotional element between caregiver and infant is emphasized.

Johnson & Johnson. Baby Bulletin. Piscataway, NJ: Johnson & Johnson Baby Products Co.

This 6-page periodical contains useful child care and child-rearing articles, suggests games and other play ideas, and includes creative ideas for designing environments and toys.

Johnson, D., & Leler, H. The Houston Parent-Child Development Center: A parent education program for Mexican-American families. Houston, TX: University of Houston, Parent Child Development Center, 1975.

This enrichment program for Mexican-American infants and their families was sensitive to cultural values. Initially, a tutorial home visitation program was established. After trust was built, mothers and infants participated in a day care program for toddlers. Program mothers, after training, were rated as more affectionate, less critical, and more encouraging than control mothers.

Johnson, V., & Werner, R. A step-by-step learning guide for retarded infants and children. Syracuse, NY: Syracuse University Press, 1975.

Written for caregivers of retarded children who have a functional level of less than 4 years of age, this book includes checklists and curriculum tasks in the areas of fine and gross motor development, self-care, language, and perception.

John Tracy Clinic. Getting your baby ready to talk: Home study plan. John Tracy Clinic, 806 W. Adams Boulevard, Los Angeles, CA 90007, 1968.

A correspondence course for parents of infants from 6 to 18 months of age is designed to stimulate early hearing and language skills.

Jones, S. To love a baby. Burlington, MA: Houghton/Mifflin, 1981.

This book contains 60 black and white photographs and offers parents and parents-to-be a sensitive explanation of the emotional needs of baby, mother, and father. Emphasizing physical closeness, breast-feeding, and touching, the book provides a wide range of baby-care techniques.

Karnes, M. B. Small wonder! American Guidance Service, Publishers' Building, Circle Pines, MN 55014, 1979 (Level I), 1982 (Level II).

Recipes for playing with infants (from birth to 18 months and from 18 to 36 months) focus on activities that emphasize language development.

Karnes, M. B., Teska, J. A., Hodgins, A. S., & Badger, E. D. Educational intervention at home by mothers of disadvantaged infants. Child Development, 1970, 41, 925-935.

Keister, M. "The good life" for infants and toddlers: Group care of infants (2nd Ed.). Washington, DC: National Association for the Education of Young Children, 1977.

"Quality care" in the Demonstration Nursery Center, University of North Carolina, is depicted with pictures and thought-provoking text. The revised edition includes an updated reference list.

Koch, J. Total baby development. New York: Peter Wyden, Inc., 1976.

To assure infants an ample opportunity to develop in an atmosphere of affectionate and sensitive caring, 330 gentle exercises and games are provided.

*Lally, J. R., & Gordon, I. J. Learning games for infants and toddlers. Syracuse, NY: New Readers Press, 1977. (ED 149 860, 1977, 83 p.)

A series of increasingly more advanced games are provided for parents with babies from 2 months to 2 years. Each game specifies the position, action, and purpose of the game, as well as expansions on the game.

Lally, J. R., & Honig, A. S. The Family Development Research Program: A program for prenatal, infant and early childhood enrichment. In M. C. Day & R. D. Parker (Eds.), The preschool in action: Exploring early childhood programs (2nd Ed.). Boston, MA: Allyn & Bacon, 1977.

This detailed description of a combined infant-toddler quality day care plus parent home visitation program is enriched with reports on positive changes in children's functioning through program participation.

Lally, J. R., Honig, A. S., & Caldwell, B. M. Training paraprofessionals for work with infants and toddlers. Young Children, 1973, 28 (3), 173-182.

Presentation and creation of sensorimotor materials and activities, and language and motoric games, as well as use of audiovisual teaching aids, role playing techniques, and classroom supervised experiences are among the specific training suggestions offered.

Lambie, D. Z., Bond, J. T., & Weikart, D. P. Home teaching with mother and infants. Ypsilanti, MI: High/Scope Educational Research Foundation, 1974.

Describes an in-home program of Piagetian developmental games that mothers can play with infants.

Lambie, D. Z., Bond, J. T., & Weikart, D. P. Framework for infant education. In B. B. Friedlander, G. M. Sterritt, & G. E. Kirk (Eds.), Exceptional infant, Vol. 3, New York: Brunner/Mazel, 1975.

Leach, P. Babyhood. New York: Alfred A. Knopf, 1976.

To provide a detailed portrayal of the behaviors, needs, and feelings of a developing child, this book is divided into five sections: the first 6 weeks, 6 weeks to 3 months, 3 to 6 months, 6 months to one year, and the second year. Within each section topics such as feeding, sleeping, elimination, body management, language, perception, play, fears, and phobias are covered.

Levenstein, P. Verbal interaction project: Mother-child home program. Manual for Replication of the Mother-Child Home Program (2nd Ed.). Demonstration Project, 5 Broadway, Freeport, NY 11520, 1973.

Levy, J. The baby exercise book. New York: Pantheon Books, 1973.

Directed at an infant's first 15 months, this book provides a program of exercises and play to stimulate physical coordination and development.

Levy, J. You and your toddler: Sharing the developing years. New York: Pantheon Books, 1980.

The needs of toddlers and their parents are addressed, specifically with regard to the constant interaction between the child's mind and body as related to development.

Lief, N. R. The first year of life: A curriculum for parenting education. New York: Keyway, 1979.

A practical "how-to" book answers parents' questions about every aspect of caring for, playing with, and reading to a baby.

Lischner, K., Spotts, N., & Young, M. Developmental play as a learning tool--Birth to three years: Curriculum guide for an infant-toddler educational program. Glassboro, NJ: Glassboro State College Early Childhood Demonstration Center, 1975.

This infant-centered curriculum explores ideas for activities that can be provided for infants as they enter developmental phases characterized as: "What would happen if I...," "I am me and you are you," and "Things sure look different up here."

Lyman, P. Growing with your baby. Family Service Agency of San Francisco, 1855 Folson Street, San Francisco, CA 94103, 1975.

A facilitator's manual for parent trainers is accompanied by curriculum materials for the parents themselves.

Marzolla, J. Supertot: Creative learning activities for children one to three and sympathetic advice for their parents. New York: Harper and Row, 1977.

Lighthearted learning activities, which supertots are sure to like, are well-illustrated here.

Mates, B. Babies who can't see. Day Care and Early Education, Summer 1978, 38-40.

Program suggestions are given to caregivers for enhancing the experiences of toddlers with visual problems.

Maxim, G. The sourcebook: Activities to enrich programs for infants and young children. Belmont, CA: Wadsworth, 1981.

A true "sourcebook" of activities, this publication includes activities for encouraging infants' and young children's physical activity, positive self-concept, large and small muscle development, and creativity. Throughout, language development and experiences are emphasized. Guidelines are included for observing and evaluating the physical setting, time schedules, teachers, and the parent involvement program.

Mayer, C. Infant activities. Media Development for Alaska Headstart, Alaska Treatment Center for Crippled Children and Adults, 624 W. International Airport Road, Suite 102, Anchorage, AK 99502, 1977.

Developmental activities for children from birth to 3 are described and illustrated.

Mazyck, A. Orientation and planned experiences for day-home mothers in training. Greensboro, NC: University of North Carolina, 1971.

*McCard, I. Social and psychological development of children 0 to 1: Foster parent curriculum. (ED 160 210, June 1976, 30 p.)

McDiarmid, N., Peterson, M., & Sutherland, J. Loving and learning, interacting with your child from birth to three. New York: Harcourt Brace Jovanovich, 1975.

The importance of affectionate adult-child relationships for the child's learning and intellectual development is emphasized. Each chapter, dealing with successive 6-month periods of life from birth to age 3, includes an overview of the infant's state of development, describing major changes that take place during that period and many pleasurable activities for caregiver and child together.

Neser, G., & Gaughan, J. Infantoddler parenting in action. Core/Pals, Uni-Eds Associates, Box 147, Deal, NJ 07723, 1980.

In this program, movement and dance activities are stressed for parents and caregivers.

Neugebauer, R., & Lurie, R. (Eds.). Caring for infants and toddlers: What works, what doesn't. Summit Child Care Center, Child Care Information Exchange, 70 Oakley Road, Belmont, MA 02178, 1980.

This book of readings focuses on five areas: (1) how to develop an appropriate curriculum, (2) how to select and train staff, (3) how to maintain effective parent relations, (4) how to meet young children's caretaking needs, and (5) how to design the environment.

Nisonger Center. Infant stimulation curriculum. Nisonger Center, Ohio State University, 1580 Cannon Dr., Columbus, OH 43210, 1976.

Activities, on numbered index cards, are offered for infants in eight stages between birth and 36 months. Cards for receptive and expressive language are available, as are activities for blind and deaf babies.

*O'Brien, M., Porterfield, J., Hervert-Jackson, E., & Risley, T. The toddler center: A practical guide to day care for one- and two-year-olds. Baltimore, MD: University Park Press, 1979. (ED 175 571, 1979, 337 p.)

A "zone-defense" model of infant caregiving is presented in which caregivers are stationed in each area rather than being assigned to care for individual babies. Toys, space utilization, and record keeping are discussed.

Painter, G. Teach your baby. New York: Simon & Schuster, 1971.

Activities are described for parents with infants up to 36 months of age.

Palmer, F., & Siegel, R. Minimal intervention at age two and three and subsequent intellective changes. In M. Day & R. Parker (Eds.), The preschool in action (2nd Ed.). Boston, MA: Allyn & Bacon, Inc., 1977.

A tutorial program that focused on teaching specific concepts (such as the idea of "wet" versus "dry") to black male toddlers resulted in significantly higher achievements for children who had participated than for controls.

Pierson, D. Brookline Early Education Project: Model for new education priority. Childhood Education, 1974, 50 (3), 132-35.

An interdisciplinary program of developmental information, social support, and medical services was provided for families by pediatricians, social service representatives, and child development personnel working together.

Provence, S. Guide for the care of infants in groups. Child Welfare League of America, 67 Irving Place, New York, NY 10003, 1975.

The emotional relationship of babies to people who care for them is stressed throughout chapters on feeding, bowel and bladder control, sleep, etc. A section on developmental landmarks permits group caregivers to assess how well babies are progressing.

Pushaw, D. Teach your child to talk: A parent handbook. Albany, NY: State Education Department, Office for Education of Children with Handicapped Conditions, Special Education Instructional Materials Center, 1975.

Developmental questions are raised and activities are suggested to help caregivers stimulate language understanding and expression in infants, toddlers, and preschoolers.

Rabinowitz, M., Weiner, G., & Jackson, C. R. In the beginning: A parent guide of activities and experiences for infants from birth to six months. New Orleans, LA: New Orleans Parent Child Development Center, 1973.

Ramsey, C. T., & Campbell, F. A. Compensatory education for disadvantaged children. School Review, 1979, 87 (2), 171-189.

In the North Carolina ABCedarian project, an enrichment program is provided for infants from low-income families. At 48 months of age, experimental infants achieved a mean Stanford-Binet score of 93.4, as compared to the randomly selected control group infants' mean score of 81.3.

Rice, R. D. Premature infants respond to sensory stimulation. APA Monitor, 1975, 6 (11), 8-9.

Early tactile/kinesthetic stimulation of premature infants was associated with higher weight gains and faster neurological and mental development.

Robertson, A., & Overstad, B. Infant-toddler growth and development. A guide for training child care workers. Toys 'n Things Press, Training and Resource Center, Inc., 906 North Dale Street, St. Paul, MN 55103, 1979.

Schaefer, E., & Aaronson, M. Infant education research project: Implementation and implications of a home tutoring program. In M. Day & R. Parker (Eds.), The preschool in action. Boston, MA: Allyn & Bacon, Inc., 1977.

An in-home program that targeted 1-year-old black infants for tutorial enrichment found strong IQ gains at 36 months. The gains "washed out" 3 years later, possibly because of lack of specific parental involvement.

Segal, M. From birth to one year (1974); From one to two years (1976). B. L. Winch & Associates, 45 Hitching Post Dr., Rolling Hills Estates, CA 90274.

These two curriculum guides, part of the Nova University Series, present photographic illustrations of activities for parents to enjoy with children.

Segner, L., & Patterson, C. Ways to help babies grow and learn. Denver, CO: World Press, Inc., 1970.

Sherwood, M. Babies' lib curriculum. Media Development for Alaska Headstart, Alaska Treatment Center for Crippled Children and Adults, 624 W. International Airport Road, Suite 102, Anchorage, AK 99502, 1977.

Designed to accompany Babies' Lib (see Section I listing under Sherwood & Mayer, 1977), this book outlines and suggests how to teach a series of 10 infant learning classes.

Smith, R. (Ed.). Introduction to infant stimulation: A training manual. Rockhill, SC: Winthrop College, University of South Carolina, 1976.

Objectives, procedures, and materials appropriate for infant stimulation programs are spelled out in concise detail. Suggestions are offered for teaching self-help skills and for conducting parent conferences.

Sparling, J., & Lewis, I. Learning games for the first three years: A guide to parent/child play. New York: Walker & Co., 1979.

One hundred games reflecting typical patterns of infant development are introduced, along with checklists which show the main learning theme of each game and on which the child's progress can be recorded.

Spivak, F. Infant ABECEDARY--ABC package for infant and child development and growth. Great Neck, NY: Helping Children Handbooks Collection, Inc., 1979.

This three-in-one package includes an assessment of infant development, a curriculum and educational guide, and handbooks on movement/coordination, social/emotional adaptation, sense perception/cognition, and communication/conceptualization.

Stack, J. (Ed.). The special infant: An interdisciplinary approach to the optimal development of infants. New York: Human Sciences Press, 1981.

The papers in this volume, delivered at the third annual conference of the Michigan Association for Infant Mental Health, cover many aspects of the field, including detection, prevention, and intervention. Particular attention is paid to the treatment and education of all the family members who must support the special infant.

Stone, J. G. A guide to discipline (Rev. Ed.). Washington, DC: National Association for the Education of Young Children, 1978.

This book focuses on ways to help children develop self-control. Caregivers can learn skilled ways of talking with and disciplining young children.

*Thompson, B. Social and psychological development of children 1 to 2: Foster parent curriculum. (ED 160 211, October 1978, 39 p.)

University of Virginia Medical Center, Department of Pediatrics. From the beginning: The EMI high-risk nursery intervention program manual. Manual for the education of multihandicapped infants. EMI, PO Box 232, Charlottesville, VA 22908, n.d.

Upchurch, B. Easy-to-do toys and activities for infants and toddlers. Demonstration Project, Group Care of Infants, University of North Carolina, Greensboro, NC 27412, 1971.

Watrin, R., & Furfey, P. H. Learning activities for the young preschool child. New York: D. Van Nostrand, 1980.

Many activities for 1- to 3-year-olds provide a blueprint for toddler classroom teachers who are learning curriculum planning.

Willis, A., & Ricciuti, H. A good beginning for babies: Guidelines for group care. Washington, DC: National Association for the Education of Young Children, 1975.

Goals and principles, relations with families, program and staff organization, play and learning, helping babies adjust, routine caregiving, staff composition and training, physical space and equipment, and health and safety are topics covered. Appendices include personality rating scales and checklists of developmental landmarks.

Wingfield, E., & Wingfield, H. Learning with mother #1,2,3,4,& 5. Ladybird "Under-Five" Series. Lewiston, MN: Hutchingson Books, 1970.

Each book reflects a particular age-orientation and contains colorful illustrations showing parents and infants/toddlers enjoying various activities together.

Zale, K. S., Ackles, P. K., Fitztgerald, H. E., & Stollack, G. Effective communication in the infant-toddler day care setting. Child Care Quarterly, in press.

Socioemotional dialogues are provided to assist caregivers in handling toddler emotional and interpersonal problems.

AUDIOVISUAL MATERIALS

Infant and day-home care. Distribution Coordinator, Media Services Division, 151-X, Texas Department of Human Resources, PO Box 2960, Austin, TX 78769, 1977.

Included in this 16-part slide-tape series are the following titles, designed for caregivers in daycare homes: Babies Are People (CDP-22), Language Stimulation (CDP-23), Infant Play (CDP-24) and Music, Books, Pictures (CDP-26).

Gerber, M. With care and respect. Bradley Wright Films, 1 Oak Hill Drive, San Anselmo, CA 94960, n.d.

This film series concerning infant care includes On Their Own/With Our Help, The Way We See Them, and Our Prime Time.

High/Scope Press. Your baby's day: A time for learning. 600 North River Street, Ypsilanti, MI 48197, 1981.

Ways to enhance infant development during routines such as feeding, changing, and bathing are demonstrated in this filmstrip/audio cassette. Parents are made aware of their important role in a child's development at three critical periods: newborn, 4 to 8 months, and 8 months to a year.

High/Scope Press. Parental support of early learning series. 600 North River Street, Ypsilanti, MI 48197, 1977.

Six films for use in parenting programs as resources for parental support of early learning include the following titles: Responding to a Baby's Actions, Cans: Toys for Learning, Babies Like Attention, Learning through Problems: A Baby's Point of View, A Special Kind of Mother, and Opportunities for Learning: Children 1 to 2 Years Old.

High/Scope Press. Home visitor training series. 600 North River Street, Ypsilanti, MI 48197, 1977.

Focusing on the Baby's Actions and Development, The Role of the Home Visitor, Problems Encountered by the Home Visitor, Building a Relationship with Family Members, and Building a Relationship with Mother and Child are the titles in this five-film series.

Stone, J., & Stone, J. Infant development in the kibbutz (1972); Day care for the kibbutz toddler (1973). Campus Film Production, 20 East 46th Street, New York, NY 10017.

The first film (28 minutes, in color) focuses on the life of a 6-month-old boy, who sleeps, eats, and plays with his peers and metapelet (caregiver) in the infant house on a kibbutz. The second (23 minutes, also in color) depicts the life of toddlers in the kibbutz, the warmth of the metapelet, and the good relationship between the metapelet and the parents of toddlers.

American Academy of Pediatrics. Standards for day care centers for infants and children under three years of age. American Academy of Pediatrics, 1801 Hinman Avenue, Evanston, IL 60204, 1970.

Burtt, K. G., & Kalkstein, K. J. Smart toys for babies from birth to two. New York: Harper & Row, Colophon Paperback, 1981.

Seventy-seven toys a baby will most enjoy and best learn from are described; clear line drawings and step-by-step instructions are given for construction of each toy.

Caldwell, B. M. Child development and social policy. In M. Scott & S. Grimmett (Eds.). Current issues in child development. Washington, DC: National Association for the Education of Young Children, 1977.

Cataldo, C. Z. Activity organization to enrich infant-toddler programs. Day Care and Early Education, Summer 1978, 5, 29-32.

When arranging space for baby learning in group care settings, the author suggests program planners consider 20 centers.

Clapp, L. C. (Ed.). Toys for infants. Toy Review, 1972, 1 (3), 17-19; C3-C6.

Consumer Guide. The complete baby book. New York: Simon & Schuster, 1979.

Experts have examined more than 100 brand-name toys for safety and design as well as infant appeal. Test reports are included on numerous infant care items, as are sections on nutrition, exercise, and learning and development. The book also features a directory of special help agencies and manufacturers.

Evans, E. B., & Saia, G. E. Day care for infants: The case for infant day care and a practical guide. Boston, MA: Beacon Press, 1972.

This book presents a case for infant day care, then offers specific advice on licensing requirements, preparing a budget and raising funds, locating a center site, ordering equipment and toys, and preparing food.

Fraiberg, S. H. Every child's birthright: In defense of mothering. New York: Basic Books, 1977.

Fraiberg expresses a strong concern for early mothering in the face of growing demand for day care, which may or may not be sensitive to such needs.

Glickman, B., & Springer, N. Who cares for the baby? New York: Schocken Books, 1978.

This sensible, clear look at what infants and mothers need to thrive surveys alternative infant care arrangements. The book should be helpful to families who are trying to choose family day care, group day care, home care, or other arrangements.

Gordon, I. J. The application of infant research: Policymaking at the local level. In M. Scott & S. Grimmett (Eds.). Current issues in child development. Washington, DC: National Association for the Education of Young Children, 1977.

Hagstrom, J. Traveling games for babies. New York: A & W Visual Library, 1981.

Herbert-Jackson, E., O'Brien, M., Porterfield, J., & Risley, T. R. The infant center: A complete guide to organizing and managing an infant day care center. Baltimore, MD: University Park Press, 1980.

This guide to initiation and management of an infant day care center describes everyday tasks such as cleaning and opening and closing the center. The goals are staff efficiency and well-coordinated daily routines. Elaborate charts and record-keeping formats are provided as well as basic activity and parent information cards.

Hirshen, S., & Ouye, J. The infant care center: A case study in design. San Francisco, CA: Craftsman Press, 1981.

Johnson & Johnson. Crib crafts. Piscataway, NJ: Johnson & Johnson Baby Products Company, 1976.

This 64-page craft book includes step-by-step instructions for making dozens of developmentally sound infant playthings from household materials. Included are directions for making special mobiles, cloth puppets, bath toys, and play gyms.

*Jones, E. (Ed.). Supporting the growth of infants and toddlers and parents. (ED 178 166, 1979, 86 p.--Paper copy available from Pacific Oaks College and Children's School, 5 Westmoreland Place, Pasadena, CA 91103.)

Inexpensive and creative ways to structure a responsive physical environment for infants are described. Chapters examine the qualities of a synchronic relationship between caregiver and child.

Jones, S. Good things for babies: A catalogue and sourcebook of safety and consumer advice about products needed during the first 24 months of babylife. Boston, MA: Houghton-Mifflin, 1976.

This catalog of toys and equipment for babies includes where-to-buy information and tips on toy safety.

Keister, M. E. Guidelines for budgeting infant care programs. Greensboro, NC: The University of North Carolina, 1970.

Ledesma, S., & Fitzgerald, H. E. Health practices for infants and toddlers in group care (Final Report 1). Infant-toddler Day Care Project, Early Childhood Institute for Family and Child Research, College of Human Ecology, Michigan State University, East Lansing, MI 48824, 1972.

Mazyck, A. Suggested equipment and supplies for an infant-toddler center. Greensboro, NC: The University of North Carolina, 1969.

McDonald, L. Instant baby food. Pasadena, CA: Oaklawn, 1975.

Many recipes are provided which contain no sugar, salt, artificial flavorings, colorings, processed foods, or processed meats.

National Association for the Education of Young Children, Public Policy Report. NAEYC advocacy strategies: The care of infants and toddlers. Young Children, 1981, 36 (2), 51-56.

O'Brien, M., Porterfield, J., Herbert-Jackson, E., & Risley, T. The toddler center. Baltimore, MD: University Park Press, 1980.

How to design, manage, and operate a toddler center are the topics of this guide. Included are first aid and emergency routines, workable bookkeeping and budgeting methods, enrollment and employment procedures, inventory and cleaning schedules, as well as detailed equipment lists.

Pipes, P. Infant feeding and nutrition. In P. Pipes (Ed.), Nutrition in infancy and childhood. St. Louis, MO: C. V. Moseby, 1981.

Pizzo, P. The infant day care debate: Not whether but how. Washington, DC: Day Care and Child Development Council of America, 1978.

Eight different kinds of child care arrangements for very young children are examined for advantages and disadvantages.

Prescott, E., Jones, E., & Kritchevsky, S. Assessment of childrearing environments: An ecological approach. Pasadena, CA: Pacific Oaks College, 1971.

Dimensions of the environment are identified which are helpful in assessing richness and adequacy for children from diverse backgrounds.

Rheingold, H. To rear a child. American Psychologist, 1973, 28, 42-46.

*Ricciuti, H. Effects of infant day care experience on behavior and development: Research and implications for social policy. Review prepared for the United States Department of Health, Education, and Welfare, Office of Planning and Evaluation. (ED 156 340, October 1976, 62 p.)

Rosenthal, J., & Winchael, A. Homemade playthings and activities for infants and toddlers. Campus Stores, The University of Iowa, Iowa Memorial Union, Room 30, Iowa City, IA 52242, 1981.

Samuels, M., & Samuels, N. The well baby book. New York: Summit Books 1979.

The well-being of the "whole child" is the goal of the authors as they discuss information on babies' natural growth and development, the use of techniques of relaxation, and information on drugs, immunizations, and communicating with the baby's doctor.

Saunders, M. M., & Keister, M. E. Nurturing creativity: The role of living space in the first years of life. Proposal for a Research & Demonstration Project. Greensboro, NC: The University of North Carolina, Institute for Child & Family Development, 1969.

Slesinger, D. Mothercraft and infant health. Lexington, MA: D. C. Heath, 1981.

The author outlines strategic problems of vital importance to health care professionals and policymakers. Analyzing maternal care in relation to social factors such as poverty and education, Slesinger defines the important components of maternal care, including the physical, emotional, and cognitive care of the infant and the mother's personality, knowledge of health and safety, and attitudes toward the medical system.

Stevenson, M. B., & Fitzgerald, H. E. Standards for infant day care in the United States and Canada. Child Care Quarterly, 1971, 1, 80-110.

Concern is expressed for the lack of sufficient research information and for inadequate curricula for infant group care and personnel training.

Swan, S. Home-made baby toys. Boston, MA: Houghton Mifflin Company, 1977.

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